# Booklet

1 cut 2 card covers

1" cover

½"

book page

example $8\frac{1}{2} \times 11"$ $9 \times 12"$
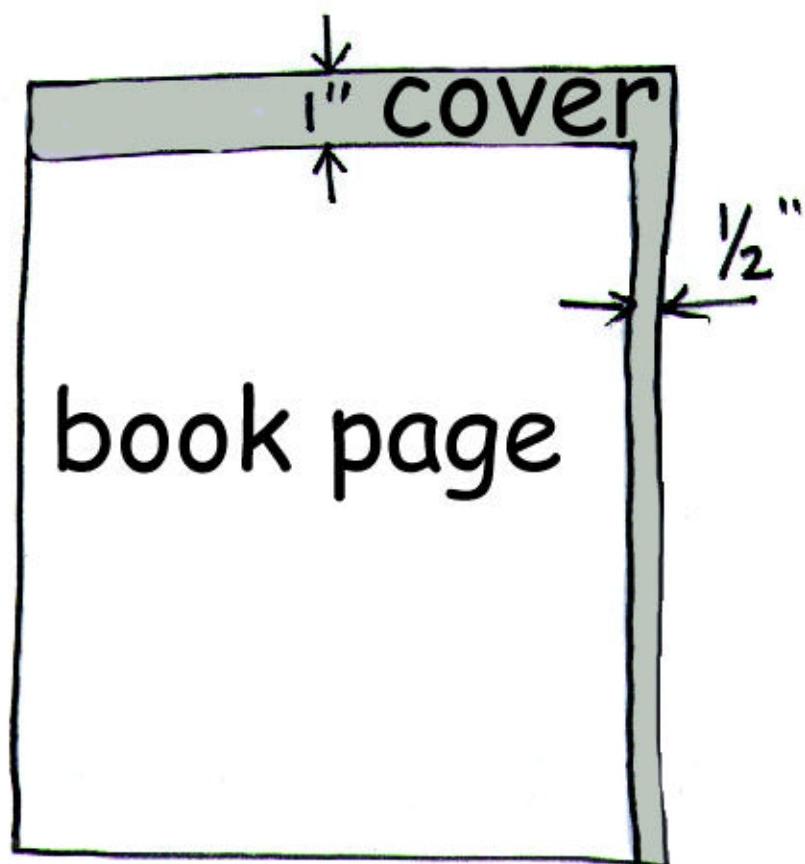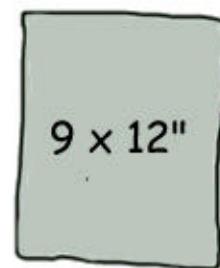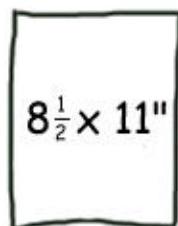
2
measure and cut
inside paper

up

card

exact height
of card
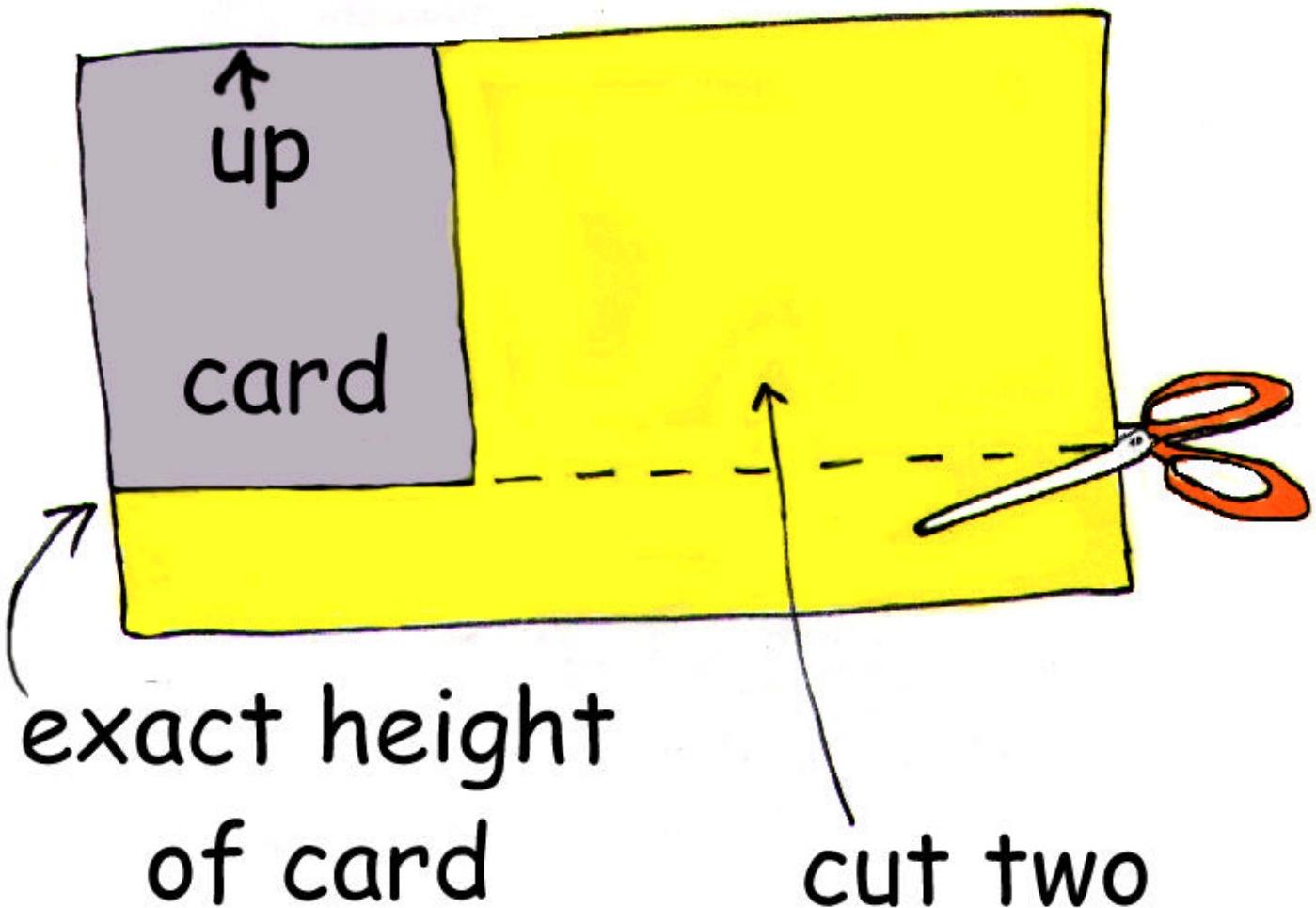
cut two

3 fold paper around cards

up
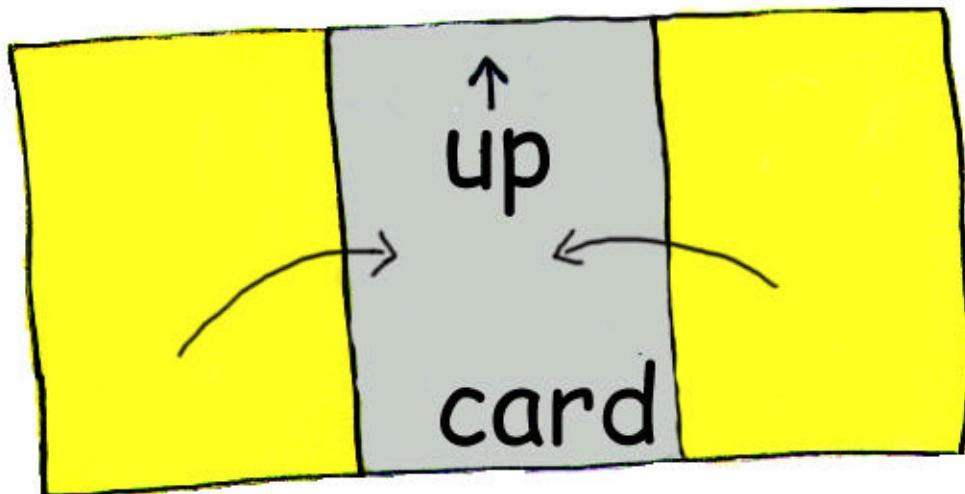
card

both papers
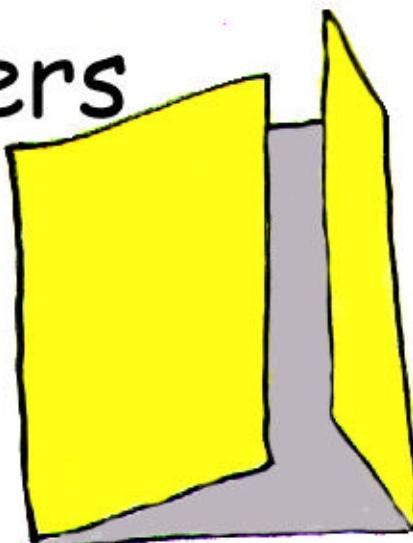
4
measure and cut
outside papers

exact
width
of card

up

card

cut two
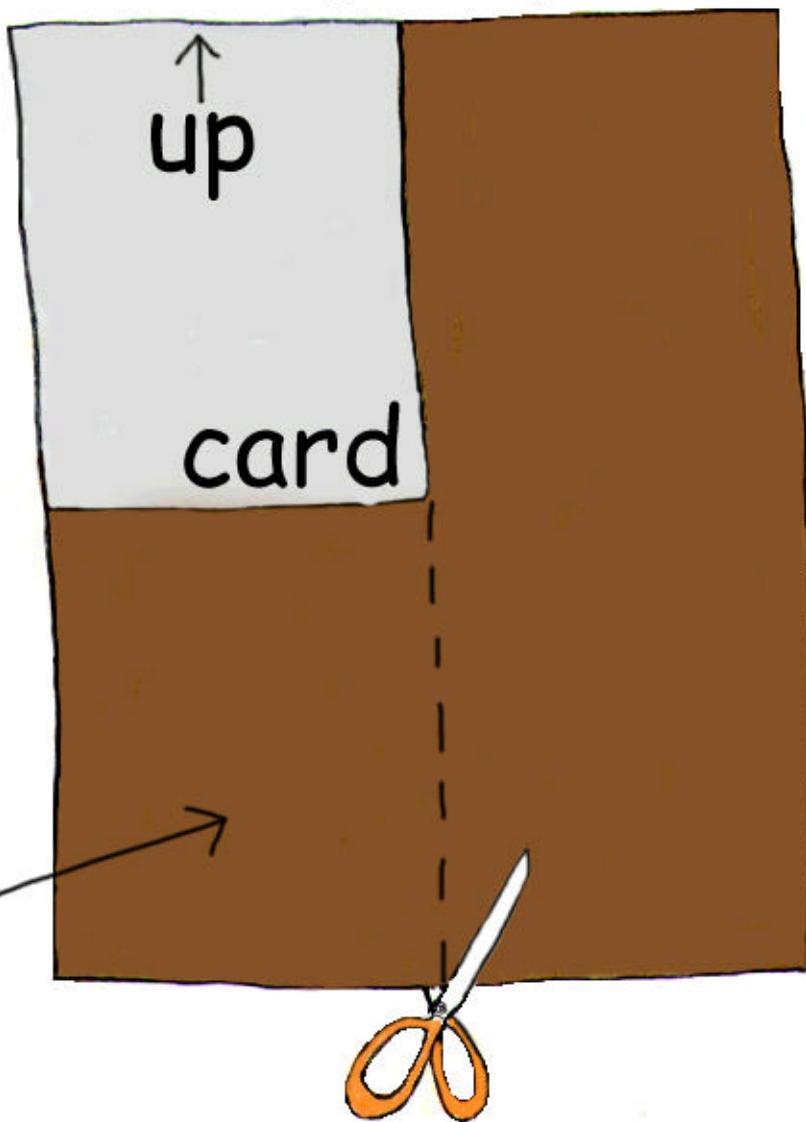
5

fold paper around cards
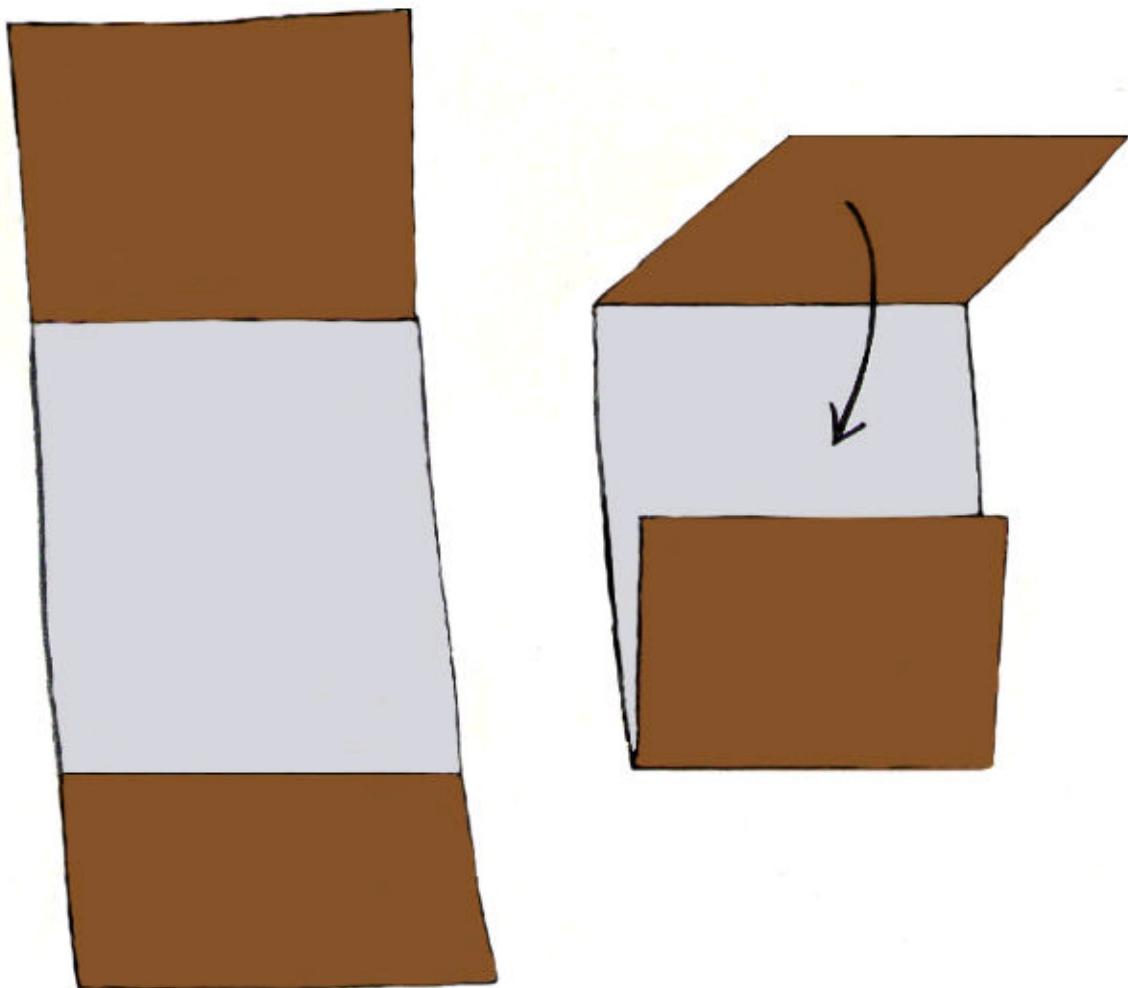
6

tuck
inside paper
into sides
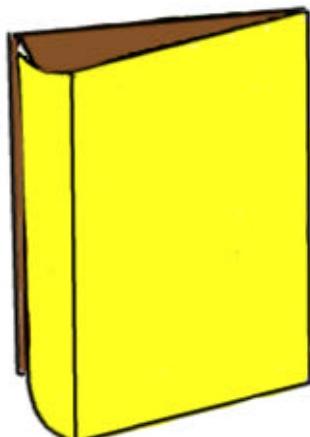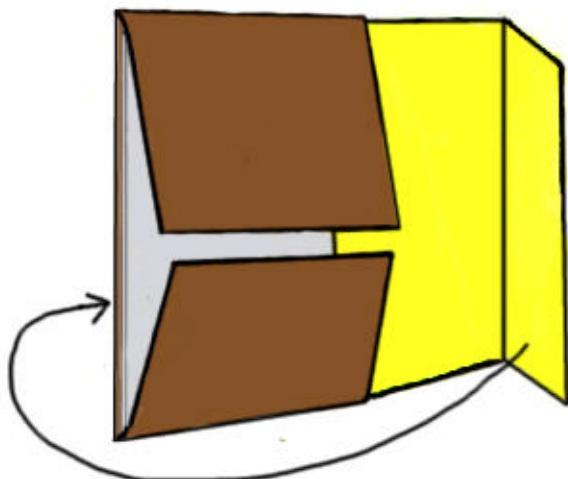
front cover
and
back cover

7

cut out
page holder

8"
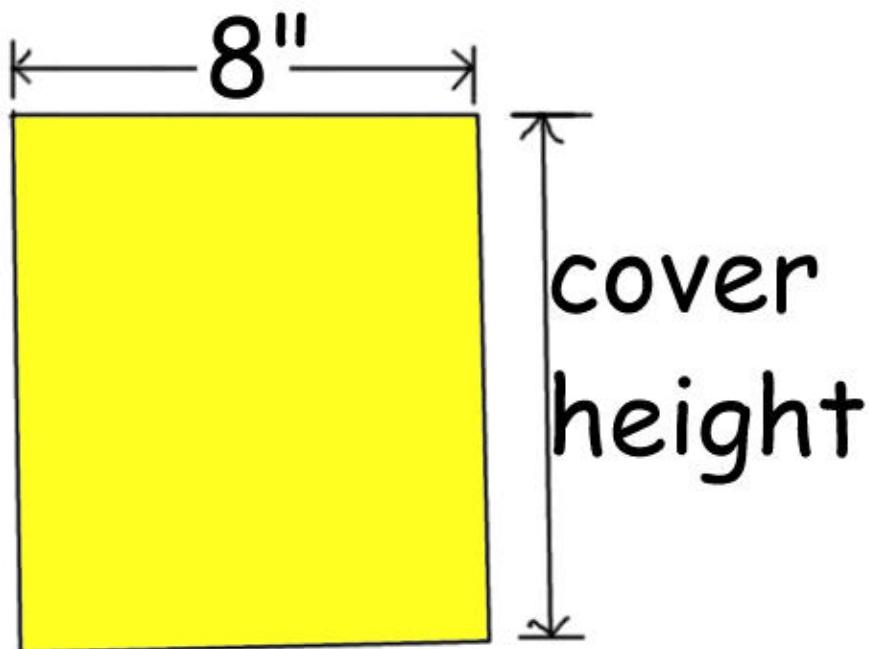
cover
height

inside color

8 fold in half

score pleats

4" ✳ 4"

$\frac{5"}{8}$
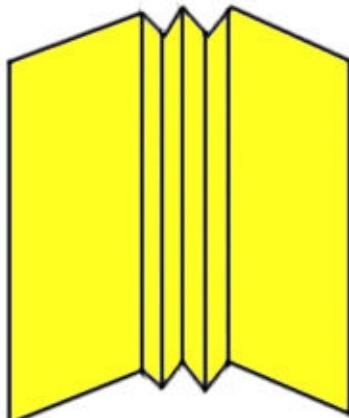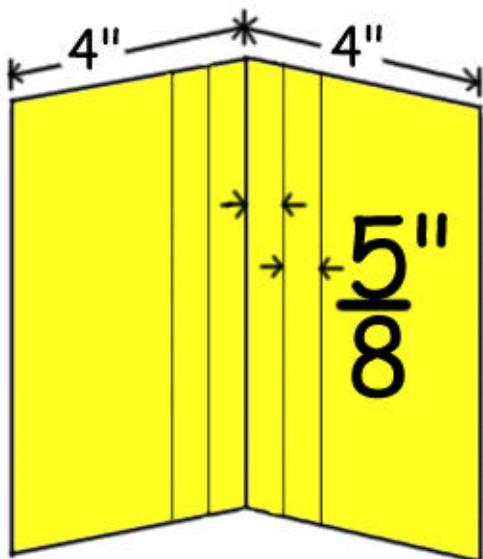
fold
pleats

9

staple pages
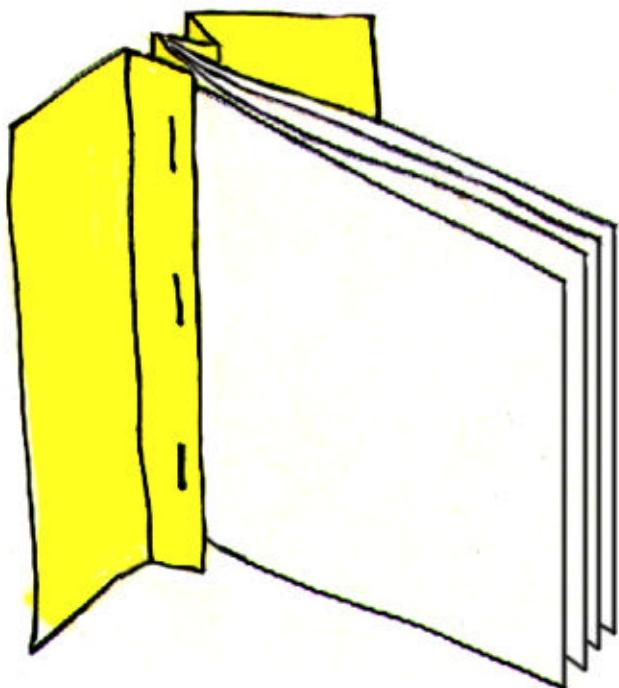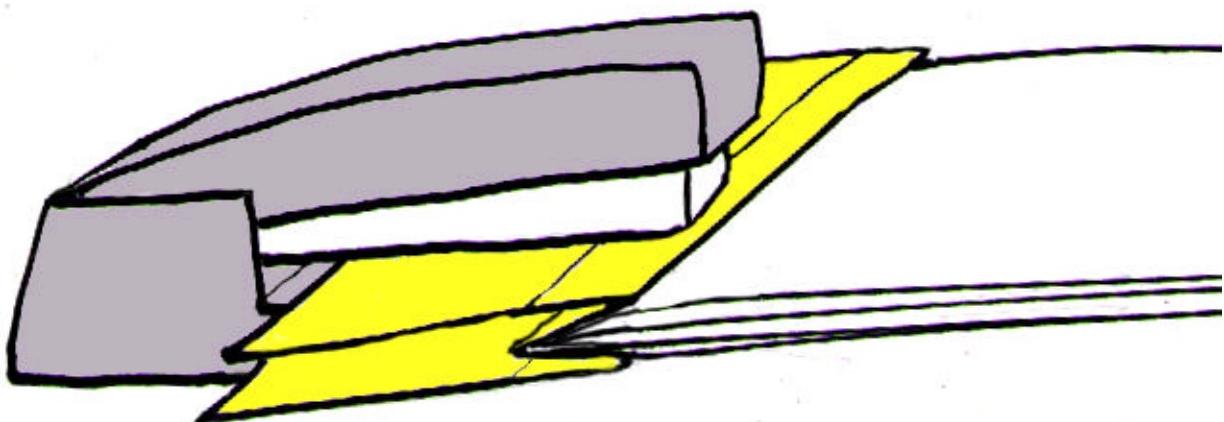
10

insert
into covers

11

cover spine

cut

cover height

outside
color

6"

booklet thickness

score
foldlines

fold

insert
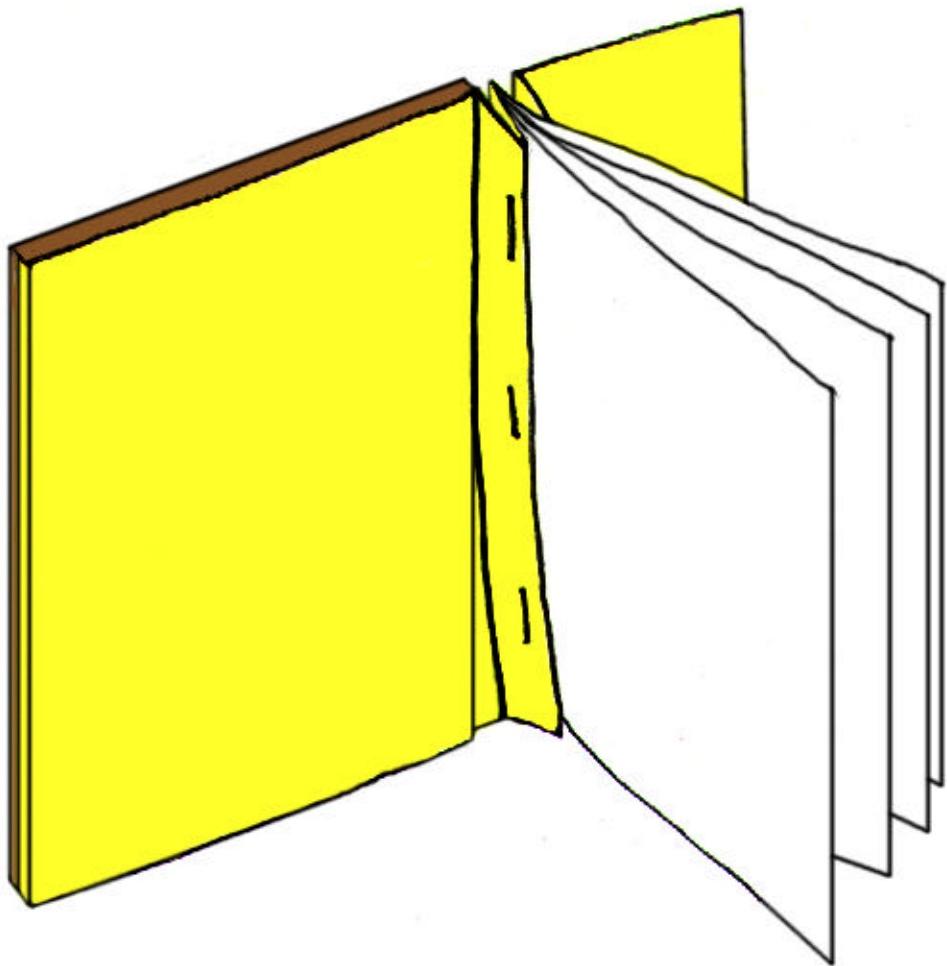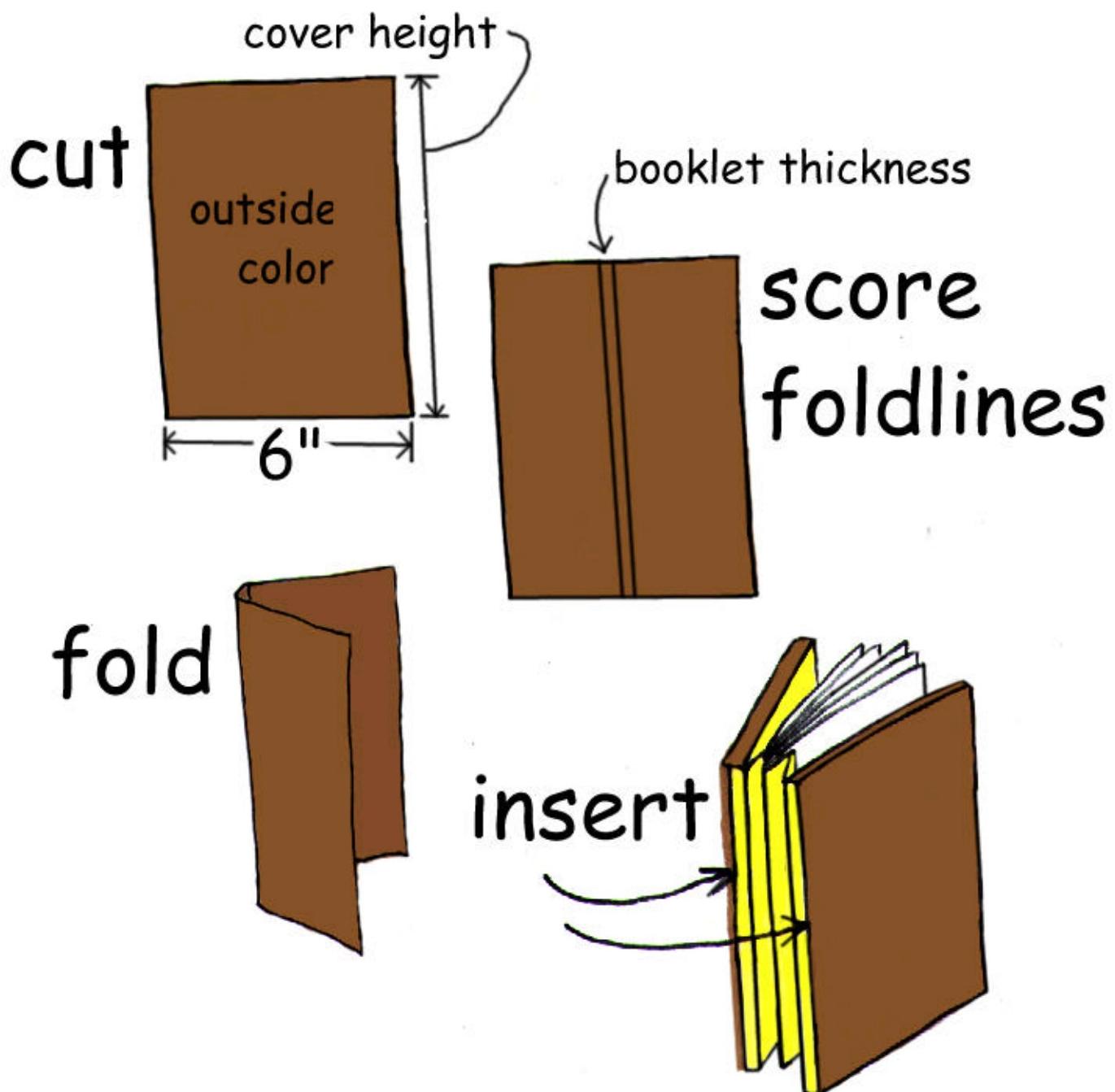
12

glue openings
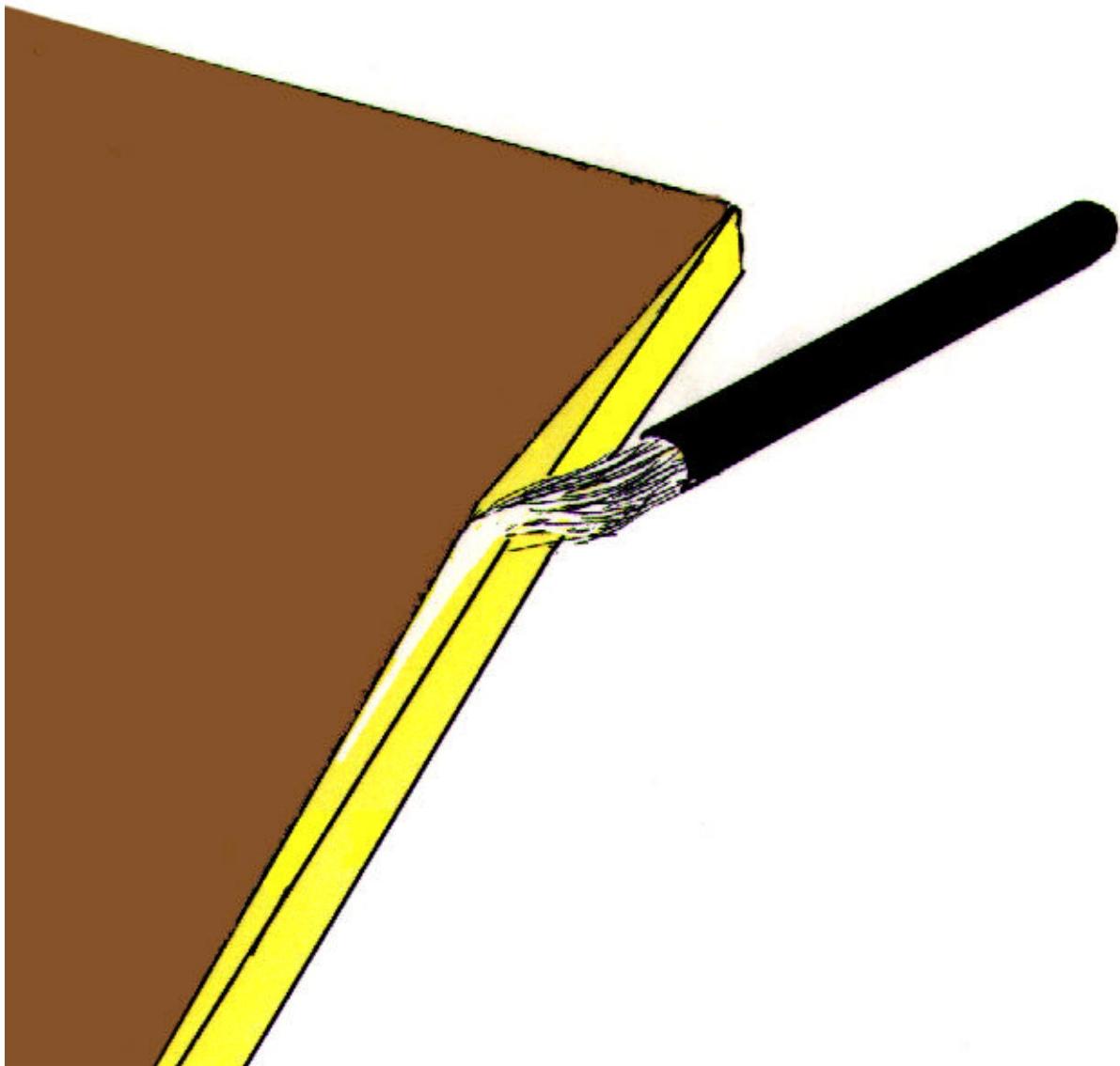
Booklet

Tom Drummond, tdrummon@sccd.ctc.edu

These pictures graphically display the steps in constructing a simple, handsome binding learners age 5 and above can make to bind their own books, using only scissors, staplers and glue. I tape the pages of these instructions together, side by side, to make an accordian folded banner, title page first, followed by the numbered steps. I post it as a reference as I demonstrate each step. I leave it for children to refer to as they work on constructing their own binding.

The goal for this activity is for learners to bind a book by themselves with as little help as necessary. I intend for them to help each other and refer to the banner independently, rather than call upon me to assist them. I present it as a *PROCCESS* activity showing all the learners how to do it at group meeting. I illustrate each diagram by doing it as they watch. By itself, the schematic is unlikely to be comprehensible to most children. The steps of 1) demonstration, 2) do, and 3) review are integral to establishing an interdependent community of learners who help each other do this complex contruction.

*1. **Demonstration:** point to each step in turn and then immeditately demonstrate that step to the entire group of learners. If mistakes can be made, demonstate those also and show how to correct them. It is not sufficient to simply describe the step as depicted, for oral language is difficult to comprend. The actual demonstration is key. The pictures become representations for what they saw.*

*2. **Do:** set the learners free with the materials to construct the booklet, step-by-step in the community of others. For the most part leave the learners to solve the problems they encounter on their own. If they have trouble, their fellow learners can help them, or they can refer to the pictures. If more help is necessary, discuss the pictures or show a completed example of that step. If a learner requires a second demonstration, the booklet task may be too difficult, indicating the task may be beyond the zone of proximal development.*

*3. **Review:** later, usually the next day, the group reviews the procedure, describing each pictured step and discussing the problems and solutions the learners found.*

The grey card is 2-dot chipboard or similar light, non-corrogated cardboard. The colors, yellow and brown, symbolize inside and outside papers. The booklet can be made in any colors, of course, or from papers the learners have decorated themselves with watercolors, stamps, drawings, etc.

The actual size depends upon the page size to be bound. If the learners bind standard 8.5 by 11 inch paper, and orient it in portrait mode, a 9 by 12 inch card can be cut ahead of time. This would make everything standard and eliminate the need for each learner to measure and compute the correct cover size the first time they bind a book this way.

To score paper, make a very slight impression in the paper surface with the point of a scissors or dull knife, running along a straight edge guide, such as the edge of the card itself. This scoring makes folding accurate and neat.